



# Wigton Infant School

## Inspection Report

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**Unique Reference Number** 112126  
**Local Authority** Cumbria  
**Inspection number** 289183  
**Inspection dates** 6–7 February 2007  
**Reporting inspector** Brian Dower

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Infant	<b>School address</b>	Longthwaite Road
<b>School category</b>	Community		Wigton, Cumbria
<b>Age range of pupils</b>	4–7		CA7 9JR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01697 342649
<b>Number on roll (school)</b>	168	<b>Fax number</b>	01697 342649
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Linda Hind
		<b>Headteacher</b>	Mrs Deborah Summerfield
<b>Date of previous school inspection</b>	1 October 2001		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Wigton Infant School serves an area with lower than average social and economic circumstances. The school draws its pupils from a range of backgrounds and attainment on entry to the Reception Year is broadly average. The school caters for pupils of all abilities. There are children who have good communication and social skills and those whose language and literacy ability is weak. The school provides a strategic facility for pupils who have learning difficulties and disabilities. Pupils are of White British heritage.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

‘Learning, Laughter and Love’

These words greet visitors in the foyer and typify what goes on in this outstanding school. It enjoys the unqualified support of parents who are fulsome in their praise of all that it achieves for their children. Pupils get an excellent deal and respond enthusiastically to the interesting work provided. They learn well. Everyone is valued and accepted. All feel safe and secure in this warm and welcoming school, and they thrive. Pupils enjoy their work and find it fun. They laugh and smile a lot.

Children settle quickly and make excellent progress in their first year because of the very good transfer arrangements from Nursery schools and the outstanding quality of provision in the Reception Year. Standards are well above average by the end of Year 2 and pupils’ progress and achievement are outstanding. Those with learning difficulties and disabilities do very well and often exceed their teachers’ expectations. Pupils have very good communication, number and computer skills and the personal qualities to succeed in the next stage of their education. They adopt healthy lifestyle practices and make a good contribution to the local community through charitable activities and music making. Pupils’ views are heard and suggestions taken on board; for example, in the design of the outdoor play areas. Their social, moral and spiritual development is excellent and their cultural awareness is good. They are increasingly aware of their own culture and the diversity of other faiths and lifestyles. The personal development and well-being of all pupils are excellent.

Teaching and learning are also excellent. In the Reception Year it is outstanding and consistently good teaching in Years 1 and 2 results in pupils making excellent progress. Pupils are not yet confident in evaluating their own and other pupils’ work. The curriculum is outstanding, particularly in providing stimulating outdoor learning experiences and a range of extra-curricular activities. These enhance pupils’ understanding and enjoyment of the work they do in the classroom.

Leadership and management at all levels are exemplary. The headteacher’s leadership is outstanding and she is responsible for the high morale, effective team work and the commitment to equality of opportunity and inclusion. The smooth day-to-day running of the school adds to the children’s sense of security. Governance is good. Governors know the school well and are its enthusiastic advocates. They and the staff work effectively together and with the significant improvements since the previous inspection, this places the school in an excellent position to move forward.

### What the school should do to improve further

- Increase pupils’ independence by developing their ability to evaluate the quality of their work for themselves and to understand how well others are doing.

## **Achievement and standards**

### **Grade: 1**

Standards are well above average and achievement is excellent. All children make exceptional progress in their first year in school. There are some boys and girls with learning difficulties and disabilities who far exceed expectations in their personal and academic development. Most children reach the nationally agreed early learning goals by the end of the Reception Year. Writing standards in the 2006 national tests at the end of Year 2 were well above average and this represents excellent progress. Standards in reading and mathematics were well above average for girls when compared to girls nationally and boys did slightly better than boys nationally in both subjects. Overall, standards have been consistently well above average over recent years, with outstanding achievement for girls and boys. The school's internal assessments and inspection evidence confirm that pupils now in Year 1 are making excellent progress and pupils in Year 2 are maintaining the high standards of recent years.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being are outstanding. Pupils' spiritual, moral and social development is excellent and their cultural development is good. Pupils know right from wrong and what it is to be a good friend. They are becoming increasingly aware of Britain's different cultures and faiths. Pupils enjoy everything about their school. They are enthusiastic learners and they feel safe and secure because of the excellent relationships and the very positive ethos throughout the school. As a result, behaviour is excellent. Pupils show respect for each other and are attentive in the classroom. As one pupil said, "If you don't do the listening, you won't do the learning." Pupils adopt healthy practices through eating sensibly and taking regular exercise. Attendance at after-school sporting activities is high. Older pupils take on responsibilities very well, such as monitoring lunchtime equipment. They have high levels of self-confidence and work well with partners and independently. As a result, they are well prepared for the future. Attendance rates are average and the school is working with parents to improve them.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. Pupils enjoy their learning immensely and are keen to talk about the work they have done with their teachers. A Year 1 parent said, "My son speaks so highly of his teachers at home." Learning activities are about working together and having fun. This approach was seen in excellent lessons with the Reception classes where the children were happily and actively engaged in stimulating and exciting indoor and outdoor activities. Good teaching and learning

were seen in Years 1 and 2 with aspects that were outstanding. The quality of the individual support pupils receive in the classroom and the stimulus they get from imaginative and colourful displays are exceptional. Teachers always plan for varied learning activities to meet pupils' different learning styles and there is good use of assessments to inform that planning and to guide pupils on how well they are doing and what to do to improve. Assistants, students and voluntary helpers are used well to support the weakest and extend the most able pupils. There is good use of computer technology as a teaching and learning aid. The school is now looking at ways to improve pupils' ability to evaluate their own learning and that of others as this is not yet well-developed.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is excellent and well matched to the learning needs of all pupils. Excellent use is made of visual aids to learning for pupils with learning difficulties and disabilities and there are very good links with other schools to broaden the curriculum for the highest attaining pupils. There is an exceptional range of stimulating activities and resources in the Reception Year. The oriental garden is even used well for orienteering. Very good provision is made for the development of all pupils' basic skills. Pupils talk enthusiastically about the wide range of opportunities they enjoy for enriching and extending the curriculum through visits, visitors and extra-curricular clubs and activities. An Indian artist and a dance specialist have worked with pupils to interpret and enjoy art and music through movement. Parents say how much they value these learning opportunities for their children.

## **Care, guidance and support**

### **Grade: 1**

This aspect of the school's work is outstanding because of the very high quality of care and support each child receives. The emotional, social and learning needs of every child are understood by all who work in the school and those needs are met. A parent writes, "They know exactly what my son's weaknesses are and are always turning them into strengths." Procedures for safeguarding pupils, including child protection measures and risk assessments, are in place. Academic and personal development is monitored routinely and effective action taken when weaknesses are uncovered. Pupils with learning difficulties and disabilities make outstanding progress because of the early identification of their needs and the timely support they receive. Parents are totally supportive of the school and help their children's learning at home. The youngest children settle quickly and well into the school because of the very good induction procedures.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding at all levels. The headteacher provides excellent leadership and she is well supported by a deputy, teachers and assistants who are able and committed to pupils' welfare and progress. Inclusion and equality of opportunity are at the heart of their work. Effective teamwork and the value placed on everyone's contribution have led to stability and loyalty in the teaching and support staff. They provide exemplary care and support and have been successful in establishing an excellent learning climate throughout the school. This has led to pupils making excellent progress and attaining high standards. Morale is high. The school is rigorous in its evaluation of performance and in taking action to remedy weaknesses. Governance is good. Governors know the school well and play a full part in forward planning. The school is very well staffed and there is an appropriate range of good quality resources to support pupils' learning. These resources are used very well to secure excellent value for money. There have been excellent improvements since the previous inspection, particularly in the leadership qualities of the subject coordinators. The school's capacity to improve further is excellent.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Wigton Infant School

Longthwaite Road

Wigton

Cumbria

CA7 9JR

6th February 2007

Dear Pupils

We enjoyed visiting you in Wigton when we came to inspect your school. Thank you for the friendly welcome and your help in finding out about all the things you do and achieve. You told us that you enjoy your work and we can understand why. Your school is excellent and it is a fun place to be where you feel valued and cared for. It does many things outstandingly well and you are making excellent progress.

- We saw that you look after each other, work hard and enjoy playing together.
- You like all that the school has to offer, especially the outdoor activities and trips and the visitors to your school.
- Everyone we spoke to said they felt safe and secure in school and that they were well cared for.
- You do the things which make you healthy and know how to avoid those things which could harm you.
- There are so many exciting and interesting displays, which add that touch of magic.

Your teachers tell you about the quality of your work and what you must do to get better. We have asked them to help you as you become more confident to be able to judge for yourselves how well you are doing and how your friends are progressing. This will help you to be more independent.

Thank you again for being so pleasant and kind to us. We wish you and your school every success in the future.

Yours sincerely

Brian Dower

Lead Inspector